



## EXPLORING THE WAY THE LECTURER DEVELOP READING MATERIAL AT STATE ISLAMIC INSTITUTE OF LHOKSEUMAWE

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### ABSTRACT

Reading material is one of the required subjects stated in the curriculum of English Department of State Islamic Institute of Lhokseumawe designed by teachers for their own class. In order to create high quality material, teachers have to consider the procedures of reading material development according the theory stated by experts. The research objective of this study was to investigate types of reading texts used by teachers in teaching and to describe the process of reading materials developed by teachers. The research subject was the lecturer who is teaching Reading Comprehension III at English Department of State Islamic Institute of Lhokseumawe. The data of this research were collected by using two research instruments, namely interview guide and documentation. In order to collect the data, the lecturer was given the questions of interview. Furthermore, in order to find out the types of reading text used by the lecturer, the researcher used the documentation. Finally, all the data were analysed by using data analysis procedure in qualitative methodology. There were three steps of conducting data analysis: first, organization and familiarization; second, coding and reducing process, and the last interpreting and representing. From the data analysis result, it was found that the lecturer used one descriptive text for the first material and the rest were expository text. Moreover, the lecturer used five of seven steps of Tomlinson's model in developing material, namely identification stage to identify the needs of the students, exploration of the need, contextual

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realization stage, pedagogical realization stage, and production of materials.

Keywords: *reading comprehension, develop reading material.*

## INTRODUCTION

Reading comprehension is one of the subjects stated in the curriculum at English Department of Teacher education and education Faculty in State Islamic Institute of Lhokseumawe. This is a required subject to the English Department students. It is divided into three parts, Reading Comprehension I, Reading Comprehension II, and Reading Comprehension III. This department offers reading comprehension subjects at the third, fourth, and fifth semester. These subjects are expected to improve students' comprehension of the text in order to retell the message of the text. Therefore, the reading lecturers have to give serious attention in developing reading materials in order to run learning smoothly.

There are some factors affecting the success of learning process at college, such as lecturers' performance, learning environment, students' behavior, innovative lecturers, and good teaching materials. In this research, the focus is on the lecturers' consideration in developing materials for teaching reading which has been related and linked with students' needs in the field.

The learning objective of reading comprehension as stated in the curriculum of the English Department of State Islamic Institute of Lhokseumawe is to provide knowledge for the students in order to improve their ability in understanding and retelling the message of the text. Furthermore, the students were expected to be able to comprehend the text of pre-intermediate or intermediate levels and answer the questions of the oral and written text. This objective will be achieved if the lecturers use appropriate materials to the students and based on their needs. Materials may be suitable for students' needs, even if they are not designed specifically for them. Those textbooks, thus, make it possible for students to have an efficient time to review and prepare their lessons and save the students' expenditure. Moreover, those textbooks can and should allow for adaptation and improvisation (O'Neill, 1990, p. 1). In this case, reading lecturers should design the materials effectively.

Teaching materials serve as a tool used by the lecturers to facilitate learning process from various sources in the form of audio, visual, and audiovisual. Materials are used to refer to anything which is used by the teachers or students to facilitate the learning of a language. Materials could obviously be cassettes, videos, CD- Rom, dictionaries, grammar books, readers, workbook, or photo copied exercises. In other words, they are anything which are deliberately used to increase students' knowledge or experience of the language (Tomlinson, *Material Development in Language Teaching*, 2011). Teaching materials could be from various sources such as internal and external sources, for instance experience, educators' knowledge, references (books, media, or internet) and experts' theories. Students learn what is presented in textbooks; and the way textbooks present the material is the way students learn it. The educational philosophy of the textbook would influence the class and the learning process. Therefore, in many cases, materials are the center of instruction and give the most important influences on what goes on in the classroom (Kitao, 1997). As a result, it is important to select a good material. The lecturers are responsible to consider some factors in designing and developing it.

Indeed, most educators spend considerable time finding, selecting, evaluating, adapting and making materials in order to create and produce a good, useful and interested materials for their teaching. They need such creative tools because language learning itself is nothing if it is not creative (O'Neill, 1982, p. 109). There are some characteristics of a good teaching material. The materials must support students' achievement and increase students' comprehension about the subject they learn. There are also some considerations in developing materials such as teachers, curriculum, context, resources, facility, personal confidence and competence.

The lecturers are professional educators and scientists with the main task to develop, and to disperse knowledge, technology, and craft through education, research, and dedication for community. They are expected to develop appropriate materials for curriculum, students' characteristics, and learning issues. Therefore, the process of developing material is the important steps to create qualified teaching materials. Moreover, transferring material process also needs to be organized well. In the other words, the lecturers need to understand the process of developing teaching materials. They are expected to be able to create high quality materials by themselves for their own class. High quality materials do not only determine learning quality but also

learning productivity which could be seen through the way the students achieve learning targets.

Actually, based on the previous interview with the head of English Department of State Islamic Institute of Lhokseumawe, there was only one study that explained about teaching material development. The research aimed at producing a better teaching material for the subject of Vocabulary I. Based on this previous research that is available in State Islamic Institute of Lhokseumawe, I was interested in investigating the lecturer's consideration in developing the teaching reading materials. Certainly, the lecturer had reasons about the consideration to achieve learning targets. These reasons do not only help the lecturer to transfer knowledge easily but also to organize learning process well. In addition, the lecturer had to consider the way in developing teaching materials to produce high quality materials which would support the students to meet their academic need. Therefore, I conducted the research on the reading material developed by the lecturer to know whose teaching material development model she used as guidance. Moreover, the considerations in developing reading materials and the reasons to consider these factors would also be searched. Based on these issues, the research was about the way of the lecturer developed reading materials at the State Islamic Institute of Lhokseumawe.

## **LITERATURE REVIEW**

Teaching learning process in the classroom cannot be separated from the materials prepared by teachers. The materials function as a channel between a teacher and students. The teachers' role in an integrated teaching and learning is to assist students with making connections and therefore finding the meaning of an educational process. The teacher communicates with and obtains feedback from students in a manner that enhances students' learning and understanding, so that the material is used to help both a teacher and students to run the learning process well.

A teacher in the classroom can be the main actor that presents a comfortable condition. Kathleen (2010) argued that an educator is an actor who has the most powerful role in the classroom. The initial structuring of learning communities depends on how an educator takes a role in learning process.

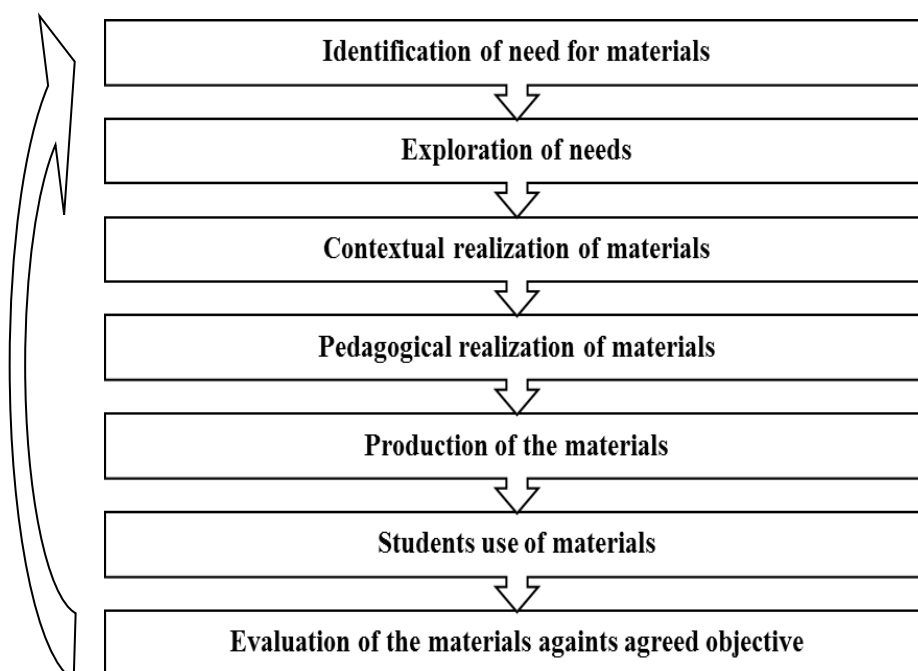
Material developers might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, provide samples

of the language used and read a poem aloud. Whatever they do to provide input, they do so ideally in principle ways related to what they know about how languages can be effectively learned (Tomlinson, 2011).

The basic principles of second language acquisition are relevant to the development of materials for the teaching of language as stated by Tomlinson that the criteria of good materials should bring an impact, help students to feel at ease, help students to develop confidence. Therefore, materials should be perceived by students as relevant and useful, require and facilitate students' self-investment. Students must be ready to acquire the points being taught. Materials should expose the students to language in authentic use. The students' attention should be drawn to the linguistic features of the input. Moreover, materials should provide the students with opportunities to use the target language to achieve communicative purposes. Besides, materials should take into account that the positive effects of instruction are usually delayed, that students differ in learning styles, that students differ in affective attitudes and that a silent period at the beginning of instruction should be permissible. Additionally, materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right-and left-brain activities. Finally, materials should not rely too much on controlled practice (Tomlinson, 2011).

Based on these principles, the process of writing materials should be done through some steps. The first step is identification of students' need to fulfill by teachers or a problem to solve by the creation of materials. The second step is an exploration of the area of need/problem in terms of what language, what meaning, what function, what skills, etc. contextual realization of the purposed new materials by the finding of suitable ideas, contexts or texts with which to work. Pedagogical realization of materials can be done by finding appropriate exercises and activities and the writing of appropriate instructions for use. Physical production of materials involves consideration of layout, type size, visuals, reproduction, tape length, and etc. (Tomlinson, 2011).

Furthermore, in achieving the goal of language teaching and learning, the teachers can develop the materials by using the model proposed by jolly and Bolitho in Tomlinson (1998) which is illustrated in the figure below:



**Figure 2.1 Steps of Materials Development: Jolly and Bolitho's Material Development Process (1998)**

As the diagram describes, the process of material development consists of seven steps. The first stage is identification. In this stage, the teachers identified the problems faced by students in learning reading comprehension and find the solution which can be used for problem solving through materials designing. It can be done by observation and students need analysis.

Students' needs are one of the most important aspects to consider when selecting reading materials for English reading subject. Teachers should always discover the students' need before making any decisions about the course content. He or she should be aware of the students' needs to enable them to fulfill their learning target by providing appropriate materials. Reading materials selected should be connected to the students' field of study. Each student needs different things. He or she needs different language and theme of vocabulary. In identification stage, teachers make good preparation before coming into the class to decrease uncontrolled activity in learning process.

Good materials should not be too difficult for students. The text should not be too hard in the sense that the content is too far removed from the knowledge and experience of students. In developing

materials, teachers must have deep knowledge of the subjects he or she teaches and his or her students' ability. He or she must understand the ways students think about the content and be able to evaluate the thinking behind their own methods. Reading text selected should be understood students. He or she needs to consider its' content which is familiar information to the students' background of knowledge. The content of the text should be accessible to the students. They have enough knowledge about it to be able to apply their own background knowledge. If the content of the text is related to the students' background knowledge they will be easy to use their background information to help understand the text.

The language of the text should be comprehensible to students. Students take comprehensible vocabulary in their stride. It can help them find meaning from surrounding text or ignore it and manage their translations without using a dictionary. It could be done if the texts are familiar to the students. That is why the text should be authentic. Authenticity should be part of the criteria taken into account when selecting appropriate reading materials. Authentic reading materials could help students to be able to comprehend real-life language. They would be easy in understanding the language by connecting with real-life language based on their background knowledge. The students would be prepared to read any type of text by providing authentic reading materials and get a better comprehension when they get topics which were familiar to their real-life. Authentic materials can be devised by creating the teachers' own materials or adapting the existing materials in order to satisfy students' need. After identifying the students' need, teachers try to introduce the materials to them to find out whether they are interested.

The second stage is the exploration of need. This stage relates to what skills, functions, and meanings should be included in the materials. A material developer has to explore various sources to get suitable language elements that the materials should contain.

Teachers explore various sources to get suitable language elements that the material should contain. In this step, the teachers considered the relevance of the text such as language used, meaning, function, and skill. In this stage, teachers look for what skill function and meaning should be included in the materials. They do so by searching the suitable language elements of materials. Therefore, choosing materials also implies considering the text itself. The standard of language difficulty should be considered to find the appropriateness of students'

ability with language standard and kinds of vocabulary used in the text. Teachers consider the meaning of the text by identifying kinds of information served in the text and find their benefits for the students. Moreover, they identify the skills through the text used for the students. In this step, the teachers match the text selected with the information needed by the students. When they have found relevant reading texts with the students' professional lives, they then determine how appropriate the reading materials are by considering whether they are relevant to students or not.

Additionally, teaching materials cannot be developed without good teaching material standard. There are any important considerations to produce appropriate materials needed, to build connection between learner and materials, to create positive learning environment, and to achieve learning target effectively. The teachers adapt materials depending on good teaching material standard proposed by experts. All of these reasons aim at creating positive learning environment and achieving learning target effectively.

Furthermore, there are some points that become the considerations in developing reading materials such as students' level, students' need, and students' background of knowledge, authenticity of the text, text content, relevance, and reading skill. Each point is correlated to each other. As stated by Arias (2007), the most significant factors in the reading selection process are related to students: the students' level, interest, need, and background knowledge. Other factors are related to the text itself: content, relevance and authenticity.

Teachers should not ignore the appropriateness of the materials to the student. Even though in teaching process they also pay attention to the students' enthusiasm to learn when they receive materials from the teachers, whether the material is appropriate can be detected by looking at the students' field of study and their level. Therefore, the students look enthusiastic to find deep information involved in materials used. Based on this statement, teachers can revise the materials for the next teaching if they are not appropriate with the students' interest.

The third stage is contextual realization of materials. The stage relates to the appropriate ideas, texts or contexts which are relevant to the topic used in each unit. Contextualization was really important thing to be considered. It should be done by finding the appropriate idea, text, and context relevant to the topic. Teachers need to find the suitable idea, context, with learning target. The idea or topic selected should be related to the purposes of learning. In this step, they match



selected materials with the purposes of learning mentioned in the syllabus. Then, teachers also match the context with the learning need to be achieved.

The fourth step is pedagogical realization of materials. A material developer has to obtain appropriate exercises and activities and clear instructions to use in the task. The level of language proficiency should be considered in deciding the language used in tasks and instruction. In this step, the teachers design appropriate exercises, activities, and clear instructions to use in the task. They are planned for learning process. They also consider the level of language proficiency in deciding the language used in tasks and instructions.

The teachers design activity of the learning to be enjoyable and interesting by providing various activities for each meeting such as individual and group work. There are supplementary materials included into these activities to give stimulus for students in connecting their background knowledge with the materials. In the first materials, the teachers ask the students' opinion about the text content. Meanwhile, in the second materials, the students are asked to answer some interesting questions from the teachers orally. In the third materials, the students are asked to draw the diagram about the types of vocabularies they have ever known based on the text. In the fourth material, the students are asked to fill in the blank diagram with the difficult words found in the text. In the fifth material, the students are asked to find sentence structure. Finally, in the last material, the students are asked to retell about the novel they have ever read. Furthermore, the students also design different tasks for each material, such as oral and writing tests, individual and group works, essay and complete forms.

Moreover, the teachers design appropriate assessment to evaluate the learning target achieved by students related to the learning activities in teaching and learning process. She needed to match the learning activities or materials offered with the evaluation technique used for the materials. It should be the comprehensible instruction and appropriate model of evaluation technique used.

The fifth stage is production of materials. This stage concerns with the appropriate physical aspects such as layout, font, color, type, size, and space. The final step was production of materials. In this step, the teachers produce the materials such as good layout, type size, and visual. After adapting materials, they need to design and develop interesting materials. Interesting materials can be realized through a good layout, accurate type and nice visual materials for the students. It

is indeed that producing enjoyable and interesting materials are not as easily as imagined.

The sixth stage is students' use of materials. After the physical production is completed, the materials are ready to be implemented in the class. Students can use the materials and do the activities based on the given instructions. In this stage, the teachers implement teaching materials for her classroom through learning activities and assessment which has been designed special for teaching materials. However, material implementation is not the final process since the materials need to be evaluated by some parties.

The final stage is the material evaluation. This step is important to get feedback from expert, teacher, and students in order to find out the teaching material quality and teaching material effectiveness which has been developed. The feedbacks will be modified based on evaluation of the materials to get the better result. Developing teaching materials is a cyclical process which is not linear and stop in a certain process. The teaching material development will keep developing in line with the students' need and the changing of demands.

## **RESEARCH METHODOLOGY**

This study employed qualitative research. The research subject was a reading comprehension lecturer in English Department of State Islamic Institute of Lhokseumawe. This research design was important to explore the English lecturer's perceptions in developing reading materials and her comprehension. Both of primary and secondary data would be collected through interviewing the research subject and documentation. The documentations were reading materials archives that were used by the lecturer in English department for reading comprehension subject in academic years 2017/2018. These data were analyzed by using coding technique. Finally, the research finding was displayed in the form of narrative.

The Subject of this study was a reading comprehension lecturer who teaches in the English department of State Islamic Institute of Lhokseumawe. She was the lecturer of reading comprehension for the fifth semester students in Academic year 2017-2018.

In collecting the data, the researcher used interview and documentation. Interview was conducted to collect the data from the lecturer who taught reading comprehension in the English Department of State Islamic Institute of Lhokseumawe. The researcher needed to

conduct some process to get the data needed perfectly. Firstly, the researcher identified research subject based on the study program and the subject she taught and has best understanding about developing reading materials. Secondly, the researcher needed permission to interview this reading comprehension lecturer from the head of English Department in state Islamic Institute of Lhokseumawe. Thirdly, the researcher interviewed the lecturer by giving open-ended questions which were designed by the researcher related to the study. The researcher interviewed research subject based on her confirmed schedule. Fourthly, the researcher recorded all information on self-designed protocols which helped her organize information reported by research subject to each question. Finally, the researcher administered the data collection in order to analyze and write research finding report (Creswell, 2012).

The researcher used content analysis to analyze the document with deductive category system. All text components addressed by the categories were then extracted from the material systematically. They must be derived from the issue/statement of the problem concerned and must be theoretically based (Mayring, 2014, p. 95). This general description of structuring content analysis could be shown in a procedural model as follows:

The researcher began this document analysis by reading each transcript from beginning to end. The researcher read it carefully, highlighted the text that appeared to describe guideline in developing teaching materials, and wrote in the margin of the text a keyword or phrase that seemed to capture guideline in developing reading materials, using participants' words. Once all transcripts had been coded, the researcher examined all data within a particular code. Some codes were combined during this process, whereas others were split into subcategories. Finally, the researcher examined the final codes by classifying kinds of the codes into their similarities in order to organize the data.

Data analysis in qualitative research could be described in three stages, organizing and familiarizing, coding and reducing, and interpreting and representing. Organization and familiarization could make the data easily retrieved. The researcher should become familiar with the data through reading and rereading notes and transcript. All data must be put into a list based on the theory ready for analysis. Preferably, all data of interviews and document analysis were transcribed.

The second step was coding and reducing process. Coding was about developing concepts from the raw data. The first step in coding was referred to as axial coding, open coding, preliminary coding, or provisional coding. The researcher initially read and reread all the data and sort data by looking for units of meaning (word, paragraph, sentence, etc.) and identified each of them with the appropriate code. Each unit of meaning label should be understandable without any additional information. These codes may be names created by the researcher to include a variety of ways an underlying concept is expressed. When coding was done in early stage, I used as many codes as needed and then these would be reduced later.

The final step was interpreting and representing. Interpretation was about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. Representation involves how the data were presented.

Based on these explanations, the steps of analyzing process were as follows. Firstly, the researcher analyzed the reading material used by the lecturer of the English Department in state Islamic Institute of Lhokseumawe in order to know whether it was appropriate with syllabus. Then, the researcher examined the material by matching it to theories. Finally, the researcher analyzed the lecturer's consideration in developing her own materials.

## **RESULTS AND DISCUSSION**

Research findings below are going to answer the formulated research problem as stated in chapter by presenting the analysis of the result of study acquired from interview guide and document analysis. There were some procedures which were done by the researcher. Those were reading, identification, and classification. In reading, the researcher read all the materials. Then, it focused on materials used for teaching reading subject in order to identify the type of reading text used by the lecturer.

The first research finding concerned with the type of reading text used by the lecturer for reading materials. Accordingly, the researcher collected all reading materials used for teaching reading subject and then identified their type of text. Each type of texts was used based on learning target or skills that would be achieved. The lecturer adapted each of the materials from different sources. It was adapted based on the students' need and curriculum standard.

The types of reading text materials were described based on the data which would be collected by the documentation analysis. The documentation was conducted to figure out the reading materials used by the lecturer for teaching reading. Through the documentation, it was found that the lecturer made preparation about the course or selected the material to be used in teaching process. The topics that were chosen by the lecturer were up to date and based on the standard competence, the aims and the goals of the course stated on the syllabus.

In this step, reading materials from the lecturer were collected and the researcher then identified the type of text used and classified some types depending on the way of information served. Based on the materials collected from the lecturer's materials, it was found that there were six materials used for one subject adapted from any source. In analyzing process, the researcher coded each of them by initial type of text. It was useful for developing students' reading skill.

The second research finding covered the way the lecturer develops reading materials at state Islamic Institute of Lhokseumawe. The lecturer was interviewed by asking ten questions. The interview was done for an hour. The information obtained from interview served as additional report.

Based on the interview, it was generally found that the lecturer at the department of English Education of state Islamic Institute of Lhokseumawe used the teaching materials for teaching reading either printed materials from the text books or from the supplemental materials such as from newspaper, magazine articles, or pamphlets. The teaching materials chosen were entirely appropriate to promote students' reading comprehension. Accordingly, most resources of teaching materials were from printed materials.

Therefore, it could be concluded that the selection of teaching materials is the most important aspect to achieve appropriate learning outcomes. The lecturer was responsible to ensure that the teaching and learning materials presented are appropriate to the students' need, students' level, and students' background knowledge.

## **Discussions**

Having analysed the instruments of the research completely, interview guide and document analysis for the types of reading materials, it is necessary to discuss the result of the study. The researcher focused on reading materials developed by the lecturer of English department in state Islamic Institute of Lhokseumawe. This

present study was conducted by the researcher through some steps such as reading all data, identifying the problem, and classify each data to be explored as a result of the research.

The first discussion describes the result of the first research question “what type of reading text was used by the lecturer as the teaching materials for teaching reading?” the lecturer had prepared the reading materials at the beginning of semester. The reading materials was well developed by lecturer in order to achieve a better teaching goal during the teaching and learning process. From the reading materials, it can be seen that the goals of the lesson were clearly stated. In the teaching process, the materials presented were in line with the theme or the topic stated in the syllabus and lesson plans. It was found that the lecturer had made a good preparation before going to teach in the classroom. Indeed, reading materials used by the lecturer in state Islamic Institute of Lhokseumawe varied in each meeting. The lecturer adapted reading text from any sources and then combined it with supplemental materials. The reading texts were in different types in some topics. It was done by the lecturer to find students’ reading ability. Having different type of text for each topic helped students set their reading goal. Furthermore, they could understand the way of finding information involved in the text in depth and detailed. Furthermore, it not only helped students to increase vocabulary developmental through unfamiliar vocabularies but also the lecturer to find the students’ reading skill development.

The second discussion is about the description of the second research question “How did the lecturer develop reading materials in English department of state Islamic Institute of Lhokseumawe?”. Generally, there were five steps gone through by the lecturer to develop good teaching materials.

From lecturer’s interview, it shows that the lecturer used Tomlinson’s Models to develop reading materials. There were some steps which can be done to develop teaching materials. First, the lecturer conducted the identification stage. In this stage, in order to find the appropriate solution, the lecturer identified the problem faced by the students through observation and need analysis. A need analysis helped the lecturer to identify the key feature of the local context that must be addressed by the materials. The Lecturer provided much of the basic contextual information for the need analysis, such as course hours, class numbers, and age of the students. Each student’s need is different. They need a kind of information according to their real activities.

The second step was exploration of the need. In this stage, the lecturer needed to suit the skill target and language function to get meaning of the text. The lecturer had to explore different sources to find out suitable language elements which should be contained into materials. The lecturer chose the relevant text such as language used, meaning, function, and skill. She adapted materials appropriate with language difficulty standard depending on students' level, identified the meaning inside of the text through finding kind of information served in the text and then matched the text selected with information needed.

The third step was contextual realization of materials. The Lecturer found the appropriate text idea or topic with texts or contexts for each unit. She matched the idea of the topic with learning target mentioned in syllabus item. The appropriate idea chosen needs to be able to develop students' interests of the reading text.

The fourth step was pedagogical realization of materials. The lecturer had to design suitable exercises and activities with the material implemented in the classroom to achieve learning target well. The language element used in tasks and instruction should be appropriate with students' level. The lecturer designed various activities and the tasks related to the text.

Based on this research, the lecturer developed reading materials only in five steps where the production materials became the final stage. The lecturer designed and developed interesting materials depending on students' level and students' need. After the teaching materials developed completely, the teaching materials were ready to be implemented for the students.

Additionally, reading material development is not a linear process that could be stopped in certain process. Reading materials will keep developed based on need and evaluation process. This process is important to do in order to find the quality and effective material.

## **CONCLUSION**

Having analyzed the data and interpreted it in the discussion section, there are three conclusions that can be derived from this study. The reading materials used by the lecturer for the students of English department at state Islamic Institute of Lhokseumawe were different topics in order to give more information for the students. The lecturer used one descriptive text for the first material and the rests were expository texts.

The lecturer of English Department at state Islamic Institute of Lhokseumawe used Tomlinson model to develop reading materials. There were some considerations need to be made to develop appropriate materials not only related to students directly such as students' interest, level, and need, but also related to the text itself such as authenticity, and content of the text. The lecturer produced reading materials through some steps identification stage, exploration of the need, contextual realization of materials, pedagogical realization of material stage, and production material stage.

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